

Grade 3 Chapter 1	Domains: Number and Operations in Base Ten (NBT) Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.	Chapter 1 Target start date: Aug 26- Sept 18 17 Days
<h2>How can you add and subtract whole numbers and decide if an answer is reasonable?</h2>		
	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>3.OA.9 1.1 How can you use properties to explain patterns on the addition table?</p> <p>3.NBT.1 1.2 How can you round numbers?</p> <p>3.NBT.1 1.3 How can you use compatible numbers and round them to estimate sums?</p> <p>3.NBT.2 1.4 What mental strategies can you use to find sums?</p> <p>3.NBT.2 1.5 What mental strategies can you use to find sums?</p> <p>3.NBT.2 1.6 How can you use the break apart strategy to add three digit numbers</p> <p>3.NBT.2 1.7 How can you use place value to add 3-digit numbers?</p> <p>3.NBT.1 1.8 How can you use compatible numbers and rounding to estimate differences?</p> <p>3.NBT.2 1.9 What mental strategies can you use to find differences?</p> <p>3.NBT.2 1.10 How can you use place value to subtract 3-digit numbers?</p> <p>3.NBT.2 1.11 How can you use the combine place values strategy to subtract 3-digit numbers?</p> <p>3.OA.8 1.12 How can you use the strategy <i>draw a diagram</i> to solve one- and two-step addition and subtraction problems?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>MP.6 Attend to precision.</p> <p>MP.7 Looks for and make use of structure.</p>	<p>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</p> <p>Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.</p> <p style="text-align: center;">Number Talks</p> <p>Initial Focus:</p> <ul style="list-style-type: none"> • Building routines for number talks and math talk <p>Weeks 1-3 Weeks 4-6 Week 7-10</p> <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • Collect a \$ (M.13.3.5) • Oh no! 99 <p>Arkansas Transitional Guide</p> <p style="text-align: center;">Resources in Lessons:</p> <p style="text-align: center;">AR 3 and AR 4 pp. TG9-TG28</p> <p style="text-align: center;">AR Frameworks:</p> <p style="text-align: center;">A.4.3.1 A.4.3.3 NO. 1.3.2 NO.1.3.3</p> <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention <p style="text-align: center;">Teacher Activity Guide</p> <ul style="list-style-type: none"> • Tier III – Intensive Intervention <p style="text-align: center;">User Guide</p> <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test ⇒ http://www.tli.net/ <p style="text-align: center;">GO Math Resources</p>
<p>Prior Map Resources : http://lr3rdgrademathmap2012-13.wikispaces.com/Unit+1+Numbers+and+Operations+in+Base+Ten</p> <p>English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf</p>		

Grade 3 Chapter 3	Domains: Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.	Chapter 3 Target start date: Sept. 19-Sept. 30 8 Days
<h2 style="text-align: center;">How can you use multiplication to find how many in all?</h2>		
3.OA.1 3.OA.1 3.OA.3 3.OA.8 3.OA.3 3.OA.5 3.OA.5 MP.2 MP.8	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>3.1 How can you use equal groups to find how many in all?</p> <p>3.2 How is multiplication like addition? How is it different?</p> <p>3.3 How can you use a number line to skip count and find how many in all?</p> <p>3.4 How can you use the strategy <u>draw a diagram</u> to solve one- and two-step problems?</p> <p>3.5 How can you use arrays to model multiplication and find factors?</p> <p>3.6 How can you use the Commutative Property of Multiplication to find products?</p> <p>3.7 What happens when you multiply a number by 0 or 1?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>Reason abstractly and quantitatively.</p> <p>Look for and express regularity in repeated reasoning.</p>	<p><i>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</i></p> <p>Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.</p> <p style="text-align: center;">Number Talks</p> <ul style="list-style-type: none"> Continue with mental math for addition problems (See Chapter 1 Number Talks) <p style="text-align: center;">Workstations/Centers/Games</p> <ul style="list-style-type: none"> Grab and Go from the Go Math Resource <p style="text-align: center;">Arkansas Transitional Guide N/A</p> <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> Tier II – Strategic Intervention Teacher Activity Guide Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test <p>http://www.tli.net/</p> <p style="text-align: center;">GO Math Resources</p>
<p>Prior Map Resources:</p> <p>English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf</p>		

Grade 3 Chapter 4	Domains: Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100	Chapter 3 Target start date: Oct. 1- Oct. 17 13 Days
<h1>What strategies can you use to multiply?</h1>		
3.OA.3 3.OA.3 3.OA.3 3.OA.5 3.OA.7 3.OA.5 3.OA.9 3.OA.7 3.OA.7 3.OA.8 NO.2.3.2 MP.3 MP.7	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>4.1 How can you multiply with 2 and 4?</p> <p>4.2 How can you multiply with 5 and 10?</p> <p>4.3 What are some ways to multiply 3 and 6?</p> <p>4.4 How can you use the Distributive Property to find products?</p> <p>4.5 What strategies can you use to multiply with 7?</p> <p>4.6 How can you use the Associative Property of Multiplication to find products?</p> <p>4.7 How can you use properties to explain patterns and the multiplication table?</p> <p>4.8 What strategies can you use to multiply with 8?</p> <p>4.9 What strategies can you use to multiply with 9?</p> <p>4.10 How can you use the strategy <i>make a table</i> to solve multiplication problems?</p> <p>Lesson AR 11 Pages TG41-TG44 AR Benchmark skill Apply number theory: Find Multiples Use Arkansas Transition Guide</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>Construct viable arguments and critique the reasoning of others.</p> <p>Look for and make use of structure.</p>	<p>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</p> <p>Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.</p> <p style="text-align: center;">Number Talks</p> <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • <p style="text-align: center;">Arkansas Transitional Guide N/A</p> <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test <p>http://www.tli.net/</p> <p>GO Math Resources</p>
	<p>Prior Map Resources: http://lrstdmathfifthgrade.wikispaces.com/Home+Page</p> <p>English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf</p>	

Grade 3 Chapter 6	Domains: Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100	Chapter 6 Target start date: Nov. 4-Nov. 20 13 Days
<h1>How can you use division to find how many in each group or how many equal groups?</h1>		
3.OA.3 3.OA.2 3.OA.2 3.OA.2 3.OA.3 3.OA.3 3.OA.6 3.OA.7 3.OA.5	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>6.1 How can you use the strategy <i>act it out</i> to solve problems with equal groups?</p> <p>6.2 How can you model a division problem to find how many in each group?</p> <p>6.3 How can you model a division problem to find how many equal groups?</p> <p>6.4 How can you use bar models to solve division problems?</p> <p>6.5 How is division related to subtraction?</p> <p>6.6 How can you use arrays to solve division problems?</p> <p>6.7 How can you use multiplication to divide?</p> <p>6.8 How can you write a set of related multiplication and division facts?</p> <p>6.9 What are the rules when dividing with 1 and 0?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>MP.2 Reason abstractly and quantitatively.</p> <p>MP.7 Look for and make use of structure.</p>	<p><i>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</i></p> <p>Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.</p> <p style="text-align: center;">Number Talks</p> <p>Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • <p style="text-align: center;">Arkansas Transitional Guide N/A</p> <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test <p>http://www.tli.net/</p>
		<p style="text-align: center;">GO Math Resources</p>
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Grade 3 Chapter 7	Domains: Operations and Algebraic Thinking (OA) CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100	Chapter 7 Target start date: Nov. 21-Dec. 20 19 Days
<h1>What strategies can you use to divide?</h1>		
	<p style="text-align: center;">Sequence of questions to explore (also use as journal prompts)</p> <p>3.OA.3 7.1 What does dividing by 2 mean?</p> <p>3.OA.7 7.2 What strategies can you use to divide by 10?</p> <p>3.OA.3 7.3 What does dividing by 5 mean?</p> <p>3.OA.7 7.4 What strategies can you use to divide by 3?</p> <p>3.OA.7 7.5 What strategies can you use to divide by 4?</p> <p>3.OA.7 7.6 What strategies can you use to divide by 6?</p> <p>3.OA.7 7.7 What strategies can you use to divide by 7?</p> <p>3.OA.4 7.8 What strategies can you use to divide by 8?</p> <p>3.OA.7 7.9 What strategies can you use to divide by 9?</p> <p>3.OA.8 7.10 How can you use the strategy of <i>act it out</i> to solve two-step problems?</p> <p>3.OA.8 7.11 Why are there rules such as the order of operations?</p> <p style="text-align: center;">Standards for Mathematical Practice</p> <p>MP.3 Construct viable arguments and critique the reasoning of others.</p> <p>MP.7 Look for and make use of structure.</p>	<p>Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).</p> <p>Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.</p> <p style="text-align: center;">Number Talks</p> <p>Solve Multiplication/Division expressions/equations mentally Focus conversation on place value, properties, strategies and written notation corresponding to representations like number line and area models</p> <p style="text-align: center;">Workstations/Centers/Games</p> <ul style="list-style-type: none"> • Grab and Go from the Go Math Resource • http://mathjourneys.org/problem-bank/ <p style="text-align: center;">Arkansas Transitional Guide</p> <p style="text-align: center;">Resources in Lessons:</p> <p style="text-align: center;">AR 12</p> <p style="text-align: center;">pp. TG45-TG48</p> <p style="text-align: center;">AR Frameworks:</p> <p style="text-align: center;">NO. 3.3.3 NO.3.3.5</p> <p style="text-align: center;">Intervention Options for Go Math</p> <ul style="list-style-type: none"> • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide <p>http://mathinterventions.org/</p> <p style="text-align: center;">Assessment Options</p> <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test <p>http://www.tli.net/</p> <p>GO Math Resources</p>
Prior Map Resources: http://lrsmathfifthgrade.wikispaces.com/Home+Page English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf		

Grade 3 Chapter 2	Domains: Measurement and Data (MD)	Chapter 2 Target start date: Jan. 7- Jan. 17 9 Days
	CRITICAL AREA: Developing understanding of multiplication and division and strategies for multiplication and division within 100.	
<h1>How can you represent and interpret data?</h1>		
	Sequence of questions to explore <i>(also use as journal prompts)</i>	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
3.MD.3	2.1 How can you use the strategy make a table to organize data and solve problems?	Number Talks • Workstations/Centers/Games • Grab and Go from the Go Math Resource • http://mathjourneys.org/problem-bank/ Arkansas Transitional Guide N/A Intervention Options for Go Math • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide http://mathinterventions.org/ Assessment Options ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test http://www.tli.net/
3.MD.3	2.2 How can you read and interpret data in a picture graph?	
3.MD.3	2.3 How can you draw a picture graph to show data in a table?	
3.MD.3	2.4 How can you read and interpret data in a bar graph?	
3.MD.3	2.5 How can you draw a bar graph to show data in a table or picture graph?	
3.MD.3	2.6 How can you solve problems using data represented in a bar graph?	
3.MD.4	2.7 How can you read and interpret data in a line plot and use data to make a line plot?	
	Standards for Mathematical Practice MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics.	GO Math Resources
Prior Map Resources: English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf		

Grade 3 Chapter 9	Domains: Number and Operations- Fractions	Chapter 9 Target start date: Feb. 3- Feb. 10 6 Days
	CRITICAL AREA: Developing understanding of fractions, especially unit fractions (fractions with numerator 1)	

How can you compare fractions?

	Sequence of questions to explore <i>(also use as journal prompts)</i>	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
3.NF.3d	9.1 How can you use the strategy <i>act it out</i> to solve comparison problems?	
3.NF.3d	9.2 How can you compare fractions with the same denominator?	
3.NF.3d	9.3 How can you compare fractions with the same numerator?	Number Talks <ul style="list-style-type: none"> comparing fractions Equalities and Inequalities – true false statements with equivalent fractions
3.NF.3d	9.4 What strategies can you use to compare fractions?	Workstations/Centers/Games <ul style="list-style-type: none"> Grab and Go from the Go Math Resource
3.NF.3d	9.5 How can you compare and order fractions?	
3.NF.3a	9.6 How can you use models to find equivalent fractions?	Arkansas Transitional Guide N/A
3.NF.3b	9.7 How can you use models to name equivalent fractions?	Intervention Options for Go Math <ul style="list-style-type: none"> Tier II – Strategic Intervention Teacher Activity Guide Tier III – Intensive Intervention User Guide http://mathinterventions.org/
	Standards for Mathematical Practice	Assessment Options <ul style="list-style-type: none"> ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test http://www.tli.net/
MP.4	Model with mathematics.	
MP.8	Look for and express regularity in repeated reasoning.	
		GO Math Resources

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Grade 3 Chapter 10	Domain: Measurement and Data		Chapter 10 Target start date: Feb. 11- Mar. 11 19 Days
	CRITICAL AREA: Developing understanding of the structure of rectangular arrays and of area		
How can you tell time and use measurement to describe the size of something?			
	Sequence of questions to explore (also use as journal prompts)		Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math).
3.MD.1	10.1 How can you tell time to the nearest minute?		Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
3.MD.1	10.2 How can you tell when to use A.M and P.M. with time?		
3.MD.1	10.3 How can you measure elapsed time in minutes?		Number Talks
3.MD.1	10.4 How can you find a starting time or an ending time when you know the elapsed time?		• Problems reading clocks and determining elapsed time
3.MD.1	10.5 How can you use the strategy draw a diagram to solve problems about time?		Workstations/Centers/Games
3.MD.4	10.6 How can you generate measurement data and show the data on a line plot?		• Grab and Go from the Go Math Resource
3.MD.2	10.7 How can you solve elapsed time problems by converting units of time?		Arkansas Transitional Guide Resources in Lessons: AR 18 through AR 25 pp. TG69-TG100 AR Frameworks: M.13.3.3 M.12.3.1 M.13.3.1 M12.3.3 M.13.3.7 M.12.3.4 M.13.3.9 M.13.3.8 M.12.3.5
3.MD.2	10.8 How can you estimate and measure mass in metric units?		
3.MD.2	10.9 How can you use models to solve liquid volume and mass problems?		Intervention Options for Go Math
	Standards for Mathematical Practice		• Tier II – Strategic Intervention Teacher Activity Guide
MP.1	Make sense of problems and persevere in solving them.		• Tier III – Intensive Intervention User Guide
MP.8	Look for and express regularity in repeated reasoning.		http://mathinterventions.org/
			Assessment Options
			⇒ Diagnostic: Show What You Know
			⇒ Student Work
			⇒ Math Journals
			⇒ Listening/Observing as students work, present and discuss
			⇒ Mid Chapter Checkpoint
			⇒ Chapter Review Test
			⇒ http://www.tli.net/
			GO Math Resources
Prior Map Resources:			
English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf			

Grade 3 Chapter 11	Domain: Measurement and Data	Chapter 11 Target start date: Mar. 12 – April 1 9 Days
	CRITICAL AREA: Developing understanding of the structure of rectangular arrays and of area	

What is the difference between perimeter and area?

	Sequence of questions to explore <i>(also use as journal prompts)</i>	Pose a variety of problem-types from CCSS, CGI, ECM, Unlock the Problem (Go Math), and Problem Solving (Go Math). ⇒ Use the YOU DO, WE DO, I DO format – Use the information on the instructional map to guide you.
3.MD.8	11.1 How can you find perimeter?	
3.MD.8	11.2 How can you measure perimeter?	
3.MD.8	11.3 How can you find the unknown length of a side in a plane shape when you know its perimeter?	
3.MD.5 3.MD.5a	11.4 How is finding the area of a shape different from finding the perimeter of a shape?	Quick Draw • http://lr5d5thgrade.wikispaces.com/file/view/QD%20III%20figures%204%20pgs.pdf/259333558/QD%20III%20figures%204%20pgs.pdf
3.MD.5b 3.MD.6	11.5 How can you find the area of a plane shape? Lesson AR 41 Pages TG161-TG164 AR Benchmark skill Build 3-Dimensional Shapes - Use Arkansas Transition Guide	Workstations/Centers/Games • Grab and Go from the Go Math Resource •
3.MD.7 3.MD.7a	11.6 Why can you multiply to find the area of a rectangle?	Arkansas Transitional Guide Resources in Lessons: AR26 pp. TG101-TG104 AR Frameworks: M.13.3.11
3.MD.7b	11.7 How can you use the strategy <i>find a pattern</i> to solve area problems?	Intervention Options for Go Math • Tier II – Strategic Intervention Teacher Activity Guide • Tier III – Intensive Intervention User Guide http://mathinterventions.org/
3.MD.7c 3.MD.7d	11.8 How can you break apart a shape to find the area?	Assessment Options ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test http://www.tli.net/
3.MD.8	11.9 How can you use area to compare rectangles with the same perimeter?	
3.MD.8	11.10 How can you use perimeter to compare rectangles with the same area?	GO Math Resources
MP.1 MP.2 MP.7 MP.8	Standards for Mathematical Practice Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Look for and make sense of structure Look for and express regularity in repeated reasoning.	

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Chapter 12	Domain: Measurement and Data (MD)		Chapter 12 Target start date: April 2-May 9 22 Days
	CRITICAL AREA: Describing and analyzing two-dimensional shapes		
What are some ways to describe and classify two-dimensional shapes?			
	Sequence of questions to explore (also use as journal prompts)		Pose a variety of problem-types (CCSS / CGI) based on the needs of your students.
3.G.1	12.1	What are some ways to describe two-dimensional shapes?	⇒ Focus for this chapter
3.G.1	12.2	How can you describe angles in plane shapes?	• Number Talks
3.G.1	12.3	How can you use line segments and angles to make polygons?	• Workstations/Centers
3.G.1	12.4	How can you describe line segments that are sides of polygons?	Arkansas Transitional Guide Resources in Lessons: AR 28 through AR 29 pp. TG109-TG116 AR Frameworks: G.9.3.1 G.9.3.2 AND AR 31 through AR 33 pp. TG121-TG131 AR Frameworks: G.8.3.1 G.9.3.2 G.11.3.2 G.11.3.1
3.G.1	12.5	How can you use sides and angles to help you describe quadrilaterals?	Games
3.G.1	12.6	How can you draw quadrilaterals?	Lesson Ideas
3.G.1	12.7	How can you use sides and angles to help you describe triangles?	Intervention Options http://mathinterventions.org/
3.G.1	12.8	How can you use the strategy <i>draw a diagram</i> to classify plane shapes?	Assessment Options ⇒ Diagnostic: Show What You Know ⇒ Student Work ⇒ Math Journals ⇒ Listening/Observing as students work, present and discuss ⇒ Mid Chapter Checkpoint ⇒ Chapter Review Test http://www.tli.net/
3.G.2	12.9	How can you divide shapes into parts with equal areas and write the area as a unit fraction of the whole?	GO Math Resources
MP.1 MP.3 MP.6	Standards for Mathematical Practice Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others Attend to precision.		
Prior Map Resources: English Language Learners: http://www.corestandards.org/assets/application-for-english-learners.pdf			